

The Greatest Cruise in History

HAMPTON ROADS, VA.—Battleship races, ship against ship, and squadron against squadron, marked the final leg of the cruise of the Atlantic fleet when the United States armada started from Gibraltar for home. The maneuvers of the fleet, re-enforced by nine warships from home waters, were the most elaborate ever undertaken by United States war vessels. And when the fighting craft cast anchor here February 22, they were in fit condition to steam out to face an enemy.

The program for the reception of the fleet on its return to Hampton Roads was elaborate and worthy of the proud record made by the ships. It practically reversed the program carried out when the fleet sailed.

President Roosevelt, on board the Mayflower, anchored between the Horseshoe and Lynn Haven bay, reviewed the fleet as it passed in. Rear Admiral Sperry, the other commanders and executive officers, then went aboard the Mayflower to receive the president's greetings, after which the president in turn visited the flagship of each division and met the assembled officers and six representative

officers under practically battle conditions, and new records have been made.

NEW RECORDS FOR SAILING.

None Other to Compare with Achievement of Our Fleet.

SINCE the fabled cruise of the Argonauts of old there have been many famous cruises in history, but none that can compare, either in magnitude of vessels or in length of miles, to the great world cruise just finished by our fleet.

When Admiral Rojestvensky took his doomed ships from the Baltic to the Sea of Japan, this was heralded to all the world as the greatest armed cruise in history, and so it was up to that time. Yet apart from the singular fact that these Russian fighting ships were foredoomed to disaster, what a miserable achievement it was as compared to the magnificent, resistance, onward sweep of our own fighting ships!

From first to last the cruise of the Russian fleet was attended by mishaps, false starts, false alarms, egregious blunders and humiliations of

Then there were those ambitious naval projects of the great Napoleon resulting in the famous French cruiser to Egypt and afterward to the West Indies and back, only to end in those ever memorable disasters to French sea power at the battle of the Nile and at Trafalgar.

Second Spanish Armada.

Coming down to more modern times, no one can have forgotten the ill fated cruise of another Spanish armada under Admiral Cervera, which ended in the total loss of Spanish sea power at Santiago de Cuba.

All these cruises, like that of Rojestvensky, were remarkable not only for their tragic endings, but for the series of blunders, follies and mishaps that attended them from first to last.

How different in comparison with Nelson and Blake, or even such an early long war cruise as that achieved by old Admiral Drake when he sailed his puny fighting ships all the way from England around the Horn and up to our own waters near what is now Drake's bay!

When President Roosevelt gave his first order that the Atlantic fleet

Philip and the Ethiopian

Sunday School Lesson for March 7, 1909
Specially Arranged for This Paper

LESSON TEXT.—Acts. 8:26-38. Memory verses 29-31.

GOLDEN TEXT.—Search the Scriptures; for in them ye think ye have eternal life; and they are they which testify of me.—John 5:39.

TIME.—Summer of A. D. 36 or 37. Soon after the last lesson.

PLACE.—Where the road from Samaria to Gaza crosses or joins the road from Jerusalem to Gaza; in the uncultivated region southwest of Jerusalem, toward the old Philistine country.

Comment and Suggestive Thought.

Vs. 27, 28. "A man of Ethiopia." A general term for the lands south of Egypt. But from the name of Queen Candace it was probably Meroe, a country which lay on the right bank of the Nile from its junction with the Atbara, as far as Khartoum, and thence to the east of the blue Nile to the Abyssinian mountains. "Of great authority." A man of power, of wide influence, a prince.

V. 28. "Was returning." Guided by Providence at exactly the right time. "Read" (was reading). "Eunias," Greek form of Isiah. He was reading aloud as was the custom, so that Philip was able to hear it. It was a pleasant and profitable custom on long journeys.

Reading Aloud. "The great Jewish teachers insisted, in many instances, upon their scholars reading aloud." "I speak to the experience, probably, of many, when I say that utterance aloud is often a very powerful aid to mental retentiveness," says Joseph Parker. It is more than this, reading aloud helps us to understand the meaning of the Word. For in order to read well we must understand every shade of the meaning, or we will misinterpret God's Word. A monotonous, sing-song, wooden, or artificial reading, such as we often hear, comes very near to being a crime, for it deprives the Word of its natural meaning, and makes the hearer inattentive, or repels them from the Word.

Those who wish to know the truth take great pains and spare no expense to obtain it.

Young people often say that it is hard to become interested in reading the Scriptures. But if anyone reads them in order to find out what to do, and what to believe, he will, of necessity, find a deep interest in the study, as one finds a map interesting when he is planning a journey, or a chart when he is crossing the ocean.

God is no respecter of persons. Twice Africans are brought to our notice—here, and when Simon the Cyrenian helped Jesus to bear his cross. "As for the nationality of the Ethiopian," says Farrar, "it must be borne in mind that even Moses himself had once married an Ethiopian wife."

We can meet God and learn his will in the desert places of life, as Moses saw the burning bush, and Elijah heard the voice of God in the lonely places of Horeb, and Paul spent three years in the deserts of Arabia.

It is good to use every spare opportunity in studying and meditating on the Word of God. What we do with our spare moments often determines our characters even more than our daily labors do.

The books we choose and are familiar with, like our chosen friends, mold our characters and guide our destiny.

V. 29. "Then the Spirit said." The Spirit speaks not only to our feelings, but to our judgment and conscience. Whoever is perfectly willing to obey the voice of the Spirit will be guided aright. Prejudices, unwillingness to obey, past training or failure of training, in so far as we allow them to exert an influence, will lead us astray; as iron near the compass on a ship will deflect the guiding magnetic needle. "Join thyself to this chariot." An excellent illustration is found in "Pilgrim's Progress," where Christian is wandering around in doubt, and meeting Evangelist is directed to the right way.

V. 35. "Then Philip . . . began at the same Scripture." Which was fulfilled in Jesus, and has been fulfilled in no other. "And preached," announced the glad tidings of Jesus. Philip showed the strange and marvelous correspondence between the many descriptions of the Messiah in the prophets and the then well-known life of Jesus of Nazareth.

The progress of a soul into the Kingdom. Compare with Bunyan's "Pilgrim's Progress" as far as the Palace Beautiful, whence he was sent forth clothed in Christian armor.

1. He was deeply in earnest, and went on a long, dangerous, and costly journey to find the true religion.
2. He did this against many influences that held him back.
3. He went to the religious people and meetings where he thought he could learn about the true God and his service.
4. He read the Bible carefully to learn the way.
5. He was not discouraged because he did not find the light.
6. He accepted the help of one who knew the truth from experience.
7. As soon as he saw that Jesus was the true Saviour, he accepted him.
8. As soon as he felt he was a true disciple he desired to confess Christ by baptism, in the presence of his whole retinue, Confession strengthens the character and confirms the choice. Like Cortez, on landing on the Mexican shores, it turns the ships behind him. No better, no simpler, no more beautiful or expressive way of confessing Christ has ever been found or even imagined, than that of baptism.

Had Confidence in Fleet.

What is more, we all knew that the great fleet would swing around the world, looking in at the Hawaiian Islands, the Philippines, into China and Japan, and back again without the slightest shade of doubt in the soul of any American that the fleet would always acquit itself well and achieve what it set out to do.

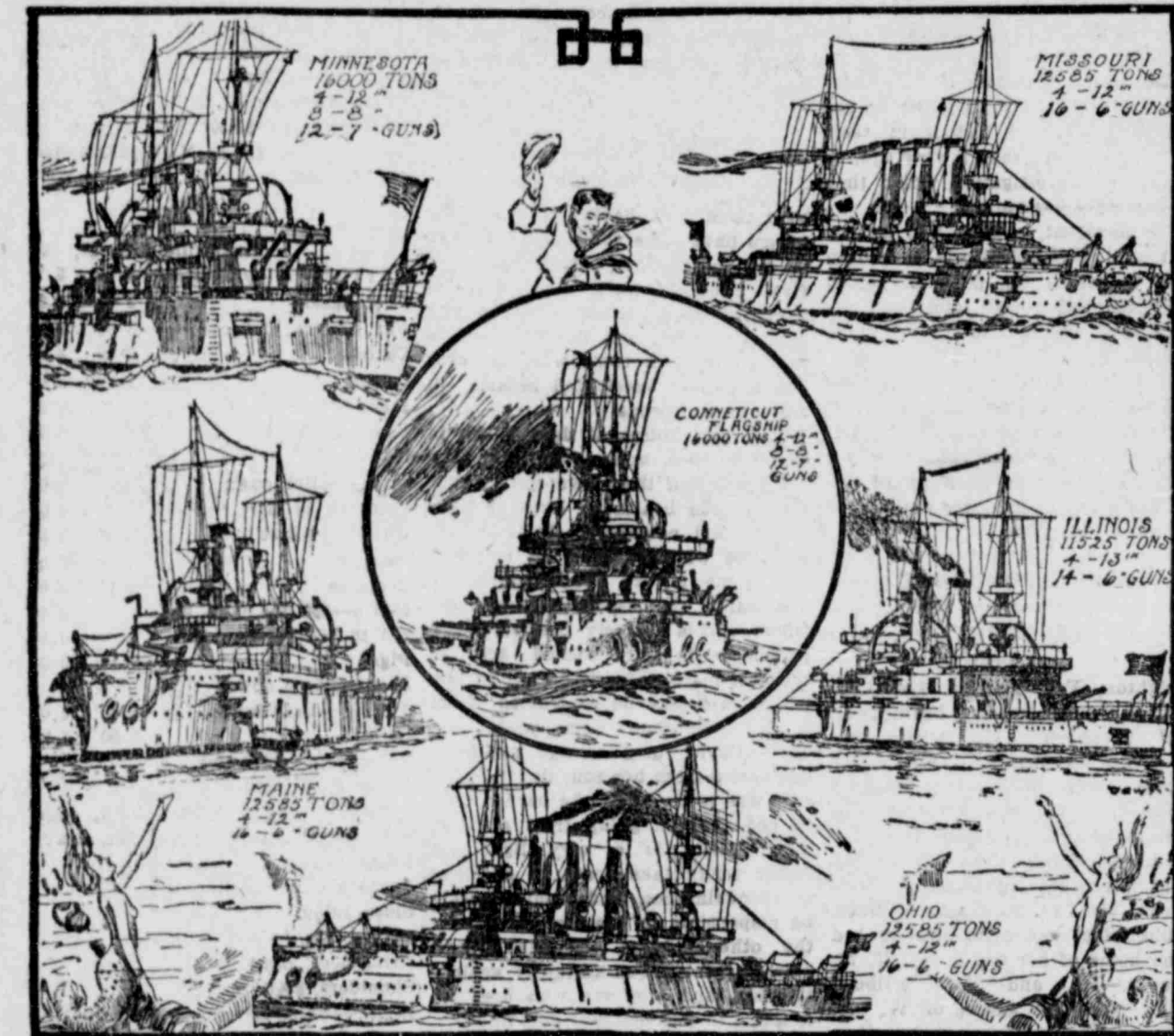
This, indeed, is the great thing that has been accomplished by the fleet. For the first time in history the Pacific ocean has been put into commission. This is a great fact, a great achievement, the results of which can never be changed or lost. Henceforth in the world's history the Pacific ocean, which first came into international prominence only with Dewey's great victory in Manila bay and the Japanese victories in their own waters, will loom up in historical importance as did the Mediterranean before Columbus' great cruise opened up the Atlantic.

A better result even than this enviable achievement during the fleet's world cruise, perhaps, is the moral impression made upon the world at large by the majestic appearance and efficiency of our ships while under the eyes of foreign observers.

Significant Historical Fact.

To the historian it cannot but appear as a significant thing that all other previous great cruises in history, with the exception of those undertaken by English-speaking sailors, have only resulted in disaster and shame. There was the great cruise of the Spanish armada, for instance, launched against England by Philip II. of Spain, which ended in such utter rout and disaster.

About the same time in the far east the Japanese conqueror, Hideyoshi, undertook to subjugate Korea and China with a formidable fleet of some 750 war junks, many of them armed with brass cannon, yet his fleet, too, was overcome in fair fight by the combined war fleets of China and Korea.

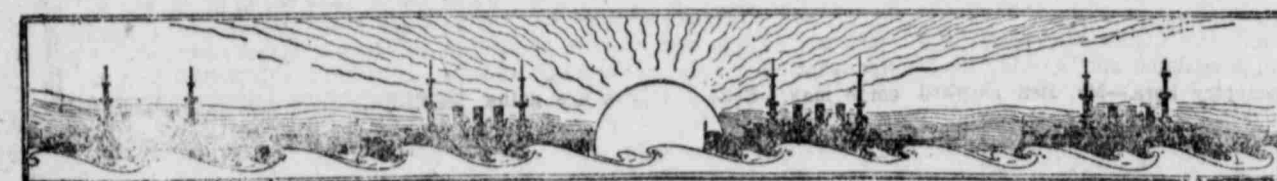


sailors selected from the division. The cruise has been a practice trip throughout, but it remained for the final lap to institute the maneuvers and tests planned. The intention was to give the vessels the severest trials at the finish of their long journey, in order that any defects in them might be demonstrated.

In addition to the 16 battleships that composed the fleet, there were the Yankton and Panther, two storeships, and two colliers. These were started ahead from Gibraltar. Before they had negotiated much of the distance westward across the Atlantic they were met by the welcoming fleet sent out from the United States. This consisted of the battleships Maine, New Hampshire, Idaho and Mississippi, the armored cruisers Montana and North Carolina, and the scout cruisers Salem, Birmingham and Chester. When they joined the others it made a fleet of 20 battleships, five powerful cruisers and two smaller fighting craft. As soon as the warships were assembled the real work of the homeward cruise was undertaken. Admiral Sperry had framed an elaborate program, in which all the vessels took part.

While the fleet, or the main body of it, jogged along at a pace that brought it into Hampton Roads February 22, the individual ships were put through speed trials and endurance tests. Ships of similar class raced to determine individual excellence, while battleships of different designs were tested one against the other to determine the superiority of style.

There were also races between squadrons, and battle maneuvers, in which squadrons and divisions participated. There also was gunnery prac-



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MUSIC, Singing (free), Reed Organ, Voice Culture, Piano, Theory, Band, may be taken as an extra in connection with any course. Small extra fees.

Expenses, Regulations, Opening Days.

Berea College is not a money-making institution. All the money received from students is paid out for their benefit, and the School expends on an average upon each student about fifty dollars a year more than he pays in. This great deficit is made up by the gifts of Christian and patriotic people who are supporting Berea in order that it may train young men and women for lives of usefulness.

OUR SCHOOL IS LIKE A FAMILY, with careful regulations to protect the character and reputation of the young people. Our students come from the best families and are earnest to do well and improve. For any who may be sick the College provides doctor and nurse without extra charge.

All except those with parents in Berea live in College buildings, and assist in work of boarding hall, farm and shops, receiving valuable training, and getting pay according to the value of their labor. Except in winter it is expected that all will have a chance to earn as much as 35 cents a week. Some who need to earn more may, by writing to the Secretary before coming, secure extra employment so as to earn from 50 cents to one dollar a week.

PERSONAL EXPENSES for clothing, laundry, postage, books, etc., vary with different people. Berea favors plain clothing. Our climate is the best, but as students must attend classes regardless of the weather, warm wraps and underclothing, umbrellas and overshoes, are necessary. The Co-operative Store furnishes books, toilet articles, work uniforms, umbrellas and other necessary articles at cost.

LIVING EXPENSES are really below cost. The College asks no rent for the fine buildings in which students live, charging only enough room rent to pay for cleaning, repairs, fuel, lights, and washing of bedding and towels. For table board, without coffee or extras, \$1.35 a week in the fall, and \$1.50 in winter. For room, furnished, fuel, lights, washing of bedding, 40 cents a week in fall and spring, 50 cents in winter.

SCHOOL FEES are two. First a "Dollar Deposit," as guarantee for return of room key, library books, etc. This is paid but once, and is returned when the student departs.

Second an "Incidental Fee" to help on expenses for care of school buildings, hospital library, etc. (Students pay nothing for tuition or services of teachers—all our instruction is a free gift). The Incidental Fee for most students is \$5.00 a term (\$4.00 in lower Model Schools, \$6.00 in courses with Latin, and \$7.00 in Collegiate courses).

PAYMENT MUST BE IN ADVANCE, incidental fee and room rent by the term, board by the half term. Installments are as follows:

WINTER—12 weeks, \$29.00,—in one payment \$28.50.
Installment plan: first day \$21.00 (including \$1.00 deposit), middle of term \$9.00.

SPRING—10 weeks, \$22.50,—in one payment, \$22.00.
Installment plan: first day \$16.75 (including \$1.00 deposit), middle of term, \$6.75.

SPRING—4 weeks' term for those who must leave for farm work, \$9.40.
SPRING—7 weeks' term for those who must leave for teachers' examinations, \$16.45.

Winter and Spring terms together, one payment, \$49.00.

REFUNDING. Students who leave by permission before the end of a term receive back for money advanced as follows:
On board, in full except that no allowance is made for any fraction of a week.

On room, or on any "special expenses," no allowance for any unexpired fraction of a month, and in any case a forfeiture of fifty cents.

On Incidental Fee, when one leaves before the middle of the term, a certificate is given allowing a student to apply one-half the fee for term bills when he returns, provided it is within four terms.

IT PAYS TO STAY—When you have made your journey and are well situated in school it pays to stay as long as possible.

The first day of Winter term is January 6, 1909.
The first day of Spring term is March 25th, 1909.

For information or friendly advice, write to the Secretary.

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